



Allendale School District

3249 Allendale Fairfax Hwy

Fairfax, SC 29827-9163

Grades	PK-12 District	
Enrollment	1,259 Students	
Superintendent	Dr. Walter L. Tobin	803-584-4603 Ex
Board Chair	Ms. Wilda Robinson	803.584.3289

THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Good*
2012	At-Risk	Good
2011	At-Risk	Excellent
2010	At-Risk	At-Risk
2009	At-Risk	Good

* The District's 2013 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

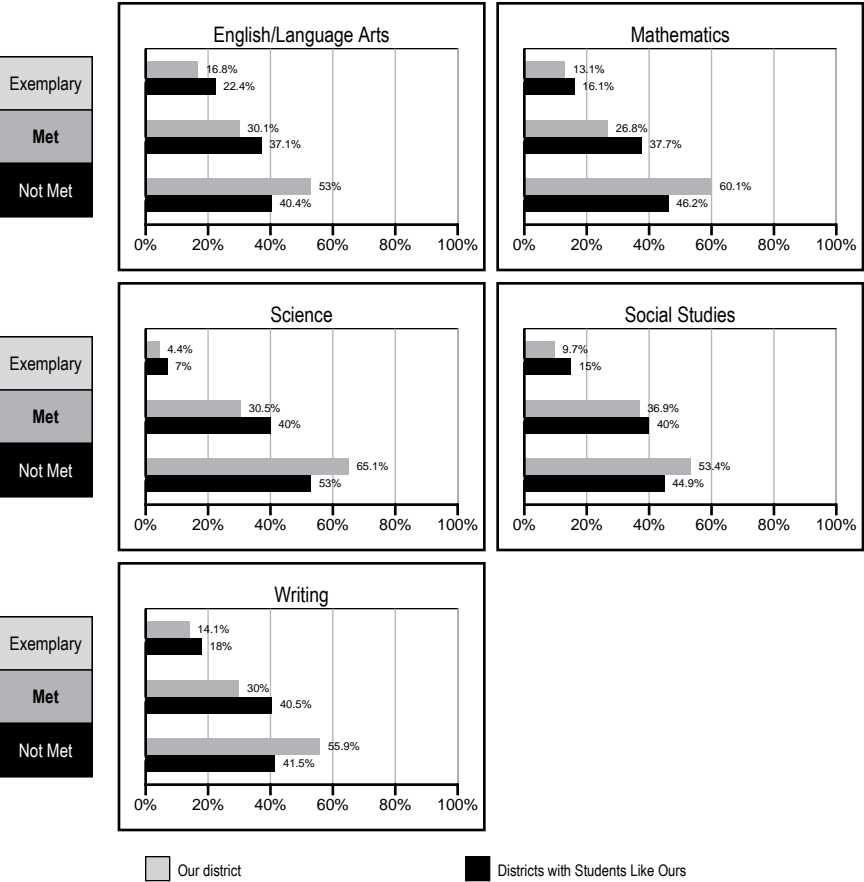
97%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	7	4	0

* Ratings are calculated with data available by 01/16/2014.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed both subtests	65.6%	53.3%	50.7%	63.5%	63.9%	64.3%
Passed one subtest	18.3%	20.7%	22.1%	18.6%	19.2%	18.2%
Passed no subtests	16.1%	26.1%	27.3%	17.9%	17.0%	17.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	55.0%	65.7%
English 1	37.5%	54.6%
Biology 1/Applied Biology 2	N/A	56.5%
US History and the Constitution	11.0%	29.7%
All Subjects	33.6%	51.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	126	85	160	170
Number of Graduates in Cohort	89	65	116	133
Rate	70.6%	76.5%	74.8%	77.7%

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	129	126	158	184
Number of Graduates in Cohort	89	93	116	143
Rate	69.0%	73.8%	76.1%	79.3%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,259)				
First graders who attended full-day kindergarten	65.7%	Down from 97.0%	99.2%	99.2%
Retention rate	4.8%	Down from 7.1%	2.6%	1.9%
Attendance rate	95.2%	Down from 95.3%	95.5%	95.8%
Served by gifted and talented program	1.9%	N/A	4.6%	12.0%
With disabilities	12.0%	N/A	13.0%	12.7%
Older than usual for grade	12.2%	N/A	6.6%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 1.7%	0.7%	0.7%
Enrolled in AP/IB programs	8.8%	Up from 7.6%	5.5%	14.0%
Successful on AP/IB exams	N/A	N/A	35.2%	50.5%
Eligible for LIFE Scholarship	20.0%	Up from 3.1%	25.8%	31.8%
Enrolled in adult education GED or diploma programs	6	Down from 59	13	50
Completions in adult education GED or diploma programs	6	Down from 32	13	37
Annual dropout rate	5.3%	Down from 6.0%	1.7%	2.3%
Teachers (n=109)				
Teachers with advanced degrees	48.6%	Down from 49.5%	59.5%	61.4%
Continuing contract teachers	57.8%	Down from 61.3%	70.6%	80.0%
Teachers returning from previous year	75.5%	Up from 75.4%	85.3%	90.4%
Teacher attendance rate	96.8%	Up from 95.3%	95.5%	94.8%
Average teacher salary*	\$39,821	Down 2.7%	\$43,482	\$47,587
Vacancies for more than nine weeks	1.8%	Down from 5.4%	1.2%	0.2%
Professional development days/teacher	4.8 days	Down from 11.8 days	9.7 days	10.3 days
District				
Superintendent's years at district	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Down from 24.7 to 1	20.9 to 1	22.2 to 1
Prime instructional time	90.9%	Up from 89.2%	89.8%	89.4%
Dollars spent per pupil**	\$13,493	Up 3.0%	\$11,138	\$9,101
Percent of expenditures for teacher salaries**	45.0%	Down from 46.1%	47.0%	52.0%
Percent of expenditures for instruction**	48.0%	Down from 50.3%	51.0%	56.0%
Opportunities in the arts	Good	Up from Fair	Excellent	Excellent
Number of schools	4	No Change	5	11
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.8%	No Change	3.4%	0.9%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	2.0	No Change	5.0	10.0
Parents attending conferences	100.0%	Up from 93.1%	100.0%	100.0%
Average administrator salary	\$66,643	Up 1.2%	\$73,903	\$79,389

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	74	86.5%	229	33.6%	85	76.5%
Gender						
Male	40	82.5%	124	33.1%	47	74.5%
Female	34	91.2%	105	34.3%	38	78.9%
Racial/Ethnic Group						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	71	85.9%	216	34.7%	81	76.5%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	N/A	N/A	18	11.1%	N/A	N/A
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	65	84.6%	209	33.0%	74	75.7%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2013

	Our District	Districts with Students Like Ours
Percent	86.5%	86.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2012	2013	2012	2013	2012	2013	2012	2013		
District	361	359	381	365	349	346	1091	1069		
State	477	479	487	484	458	460	1422	1423		
Nation	491	491	505	503	481	480	1477	1474		
ACT	English		Math		Reading		Science		Total	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
District	12.2	12.9	15.6	15.7	13.8	14.3	14.8	15.4	14.3	14.7
State	19.1	19.3	20.1	20.1	20.1	20.5	19.9	20.1	19.9	20.1
Nation	20.5	20.2	21.1	20.9	21.3	21.1	20.9	20.7	21.1	20.9

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School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	24.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

It is with tremendous honor and gratitude that I serve as Interim Superintendent of the Allendale County Schools. The district has established a special legacy of service to its students. Many Allendale County graduates have distinguished themselves in their professions and service to this community and throughout the state and nation.

Despite some of the recent political and economic circumstances, the district can view with pride the accomplishments of many of its alumni. The Allendale County School District has a commitment to return to its past level of success. To this end, the informal adoption of the following theme speaks to that commitment.

"Why Not Allendale!!! It Begins with Me."

It is our belief that Allendale County School District has the capacity to deliver a high level of service to our students to enhance their achievement. Allendale County Schools expects to see growth in student performance due to increased focus on analysis of data to drive instruction. There is a definite change in the culture regarding formative assessment and students are taking greater ownership of their learning, with results in grades K through 8. Reading and Math MAP data from 2012-2013 indicate that significantly more students have reached their growth targets than in the previous four years.

There is a district-wide emphasis on literacy to prepare for Common Core State Standards. In addition, there is an emerging STEM (Science, Technology Engineering and Mathematics) focus in grades 6 through 12.

Teachers have received abundant professional development in the areas of Common Core Rigor, Instructional Technology, and differentiated teaching strategies to better meet the needs of all learners.

Teachers along with instructional coaches in both literacy and mathematics have collaboratively developed curriculum and pacing guides. The intent of our collaborative efforts are to increase teacher input to ensure that students are learning the criteria needed to show continued growth in what they know and are able to do academically.

To continue this momentum, it will take a commitment from all district stakeholders:

- ▮ The citizens of the Allendale-Fairfax community must make available, within its capabilities, appropriate resources and support to the community's children.
- ▮ The board of trustees has the fiduciary responsibility to ensure that resources are used appropriately and make policy decisions that establish parameters for program implementation.
- ▮ The district and school administration is charged with creating a welcome environment of high expectations, increased performance, and effective accountability.
- ▮ Teachers must be prepared to deliver high quality instruction to All students, every day that is rigorous, engaging, and relevant.
- ▮ Students must take the responsibility to arrive at school as prepared and willing learners.
- ▮ Parents must take the responsibility to be engaged in their child's learning process and participate in open, two-way communication with the school.

Every employee in the district has a specific role in maximizing the development of each child's potential for productive employment, active citizenship, and community service.

When all facets of the school community are working collaboratively on behalf of our children, "Why Not Allendale?!" can result in "Surely Allendale!!!"

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	62.1
Overall Grade Conversion	D
Points Total - Elementary Grades	75.6
Points Total - Middle Grades	51.9
Points Total - High School Grades	46.4

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

One schools were identified as Title I Reward School.

School	Status
Fairfax Elementary	Priority

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 3-5

All Students	629.7	620.7	587.0	610.2	99.7	99.7	N/A
Male	620.2	615.4	581.6	610.8	99.4	99.4	N/A
Female	639.5	626.3	592.0	609.6	100.0	100.0	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	626.8	617.0	583.2	608.8	99.7	99.7	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	585.7	577.8	558.9	591.2	97.4	97.4	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	629.2	619.7	586.6	609.4	99.7	99.7	N/A
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0	N/A

Grades 6-8

All Students	604.6	605.0	574.8	593.7	99.7	99.7	N/A
Male	601.7	603.6	571.6	593.7	99.4	99.4	N/A
Female	608.4	606.9	578.8	593.8	100.0	100.0	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	603.1	603.5	573.0	592.0	99.7	99.7	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	603.5	604.7	574.7	593.0	99.6	99.6	N/A
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0	N/A

Grades 9-12

All Students	217.9	208.7	66.7	64.2	95.1	95.1	70.6
Male	214.4	205.8	66.9	65.1	92.5	92.5	56.9
Female	221.2	211.5	66.5	63.0	97.6	97.6	82.4
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	217.2	207.5	66.6	64.0	96.1	96.1	73.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	218.3	209.6	66.5	64.1	94.6	94.6	71.2
Annual Measurable Objective (AMO)	226.0	223.0	77.0	73.0	95.0	95.0	74.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	129	99.2	53.3	23.3	23.3	46.7
	4	111	99.1	49	31.7	19.2	51
	5	108	100	56.7	31.7	11.5	43.3
	6	118	100	72.7	19.1	8.2	27.3
	7	92	100	65.5	23.8	10.7	34.5
	8	86	100	68.8	22.5	8.8	31.3
2013	3	96	100	37.4	26.4	36.3	62.6
	4	119	99.2	58.6	25	16.4	41.4
	5	104	100	38.4	43.4	18.2	61.6
	6	95	100	58.2	34.1	7.7	41.8
	7	115	99.1	64.3	25.9	9.8	35.7
	8	83	100	58.5	29.3	12.2	41.5
Mathematics							
2012	3	129	100	70	17.5	12.5	30
	4	111	100	47.6	39	13.3	52.4
	5	108	100	51.9	34.6	13.5	48.1
	6	118	100	70.9	15.5	13.6	29.1
	7	92	100	60.7	29.8	9.5	39.3
	8	86	100	78.8	21.3	0	21.3
2013	3	96	100	53.8	15.4	30.8	46.2
	4	119	99.2	54.3	35.3	10.3	45.7
	5	104	100	51.5	27.3	21.2	48.5
	6	95	100	76.9	19.8	3.3	23.1
	7	115	99.1	67	24.1	8.9	33
	8	83	100	58.5	39	2.4	41.5
Science							
2012	3	66	100	88.5	9.8	1.6	11.5
	4	110	100	54.8	40.4	4.8	45.2
	5	57	100	66	32.1	1.9	34
	6	59	100	80.4	19.6	0	19.6
	7	92	100	70.2	25	4.8	29.8
	8	44	100	71.4	28.6	0	28.6
2013	3	49	100	51.1	36.2	12.8	48.9
	4	119	100	62.7	34.7	2.5	37.3
	5	52	100	59.2	38.8	2	40.8
	6	46	100	68.9	31.1	0	31.1
	7	115	99.1	70.5	25.9	3.6	29.5
	8	42	100	78	17.1	4.9	22

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	63	100	59.3	33.9	6.8	40.7
	4	111	100	41	50.5	8.6	59
	5	52	100	69.2	25	5.8	30.8
	6	59	100	55.6	37	7.4	44.4
	7	92	100	57.1	34.5	8.3	42.9
	8	42	100	65.8	28.9	5.3	34.2
2013	3	48	100	40	37.8	22.2	60
	4	119	100	44.1	50.8	5.1	55.9
	5	52	96.2	59.2	28.6	12.2	40.8
	6	49	98	46.7	53.3	0	53.3
	7	115	99.1	72.3	19.6	8	27.7
	8	41	100	41.5	41.5	17.1	58.5
Writing							
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	108	95.4	51	31	18	49
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	85	100	66.3	21.3	12.5	33.8
2013	3	95	97.9	42.7	32.6	24.7	57.3
	4	120	98.3	50.9	34.5	14.7	49.1
	5	101	99	43.3	36.1	20.6	56.7
	6	96	99	63.7	31.9	4.4	36.3
	7	117	97.4	65.2	23.2	11.6	34.8
	8	83	100	70.7	20.7	8.5	29.3

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*
English/Language Arts								
All Students	2012	92	98.9	30.8	51.6	13.2	4.4	17.6
	2013	81	95.1	29.9	44.2	20.8	5.2	26.0
Mathematics								
All Students	2012	92	98.9	42.9	37.4	12.1	7.7	19.8
	2013	81	95.1	46.8	36.4	11.7	5.2	16.9

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	4.9%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.9%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%*	Yes

* Adjusted to account for natural variation in performance.
** Or greater than last year

Abbreviations for Missing Data